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ASSIGNMENT BOOKLET
3621 Personal Living Skills 30
Module C: Parenting
Revised 88/10

FOR STUDENT USE ONLY

Date Module Submitted _____

(If label is missing
or incorrect)

Time Spent on Module _____

File Number _____

Module Number _____

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Module Grading: _____

Graded by: _____

Date Module Received: _____

**Student's Questions
and Comments**

Apply Module Label Here

Name _____	Address _____	Postal Code _____
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*Please verify that preprinted label is for
correct course and module.*

Module Assignment
Recorded _____

Teacher's Comments:

ALBERTA CORRESPONDENCE SCHOOL

MAILING INSTRUCTIONS FOR CORRESPONDENCE ASSIGNMENT BOOKLET

1. Before mailing your assignment booklet, please see that:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Module Record Form is filled out and the correct module label is attached.
- (5) This cover page is placed on the assignment booklet.

2. Postage Regulations

Do not enclose letters with assignment booklets.

Send all letters in a separate envelope.

3. Postage Rates

First Class

Take your assignment booklet to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence assignment booklets will travel faster if first-class postage is used.

Try to mail each assignment booklet as soon as it has been completed.

When you register for correspondence courses, you are expected to send assignment booklets for correction regularly. Do not send more than one assignment booklet at the same time.

**THE FRONT COVER OF THE ASSIGNMENT BOOKLET MUST BE COMPLETED FOR
EVERY MODULE SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

Correct use of Mailing labels will ensure prompt processing and grading of your Assignment Booklets.

The Mailing Labels must be checked for spelling and address details.

Please advise the Alberta Correspondence School promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Correspondence School. If the proper label is not attached to each Assignment Booklet as indicated, it will delay your course work being processed and credited to you.

Mailing Labels are to be attached to the Assignment Booklets in the space provided for student name and address.

Check carefully to ensure that the **subject name**, and **module number** on each label corresponds exactly with the module you are submitting.

Labels are to be **peeled** off waxed backing paper and **stuck on the cover of the Assignment Booklet**.

Only **one** label is to be placed on each Assignment Booklet.

FOR STUDENT USE ONLY		FOR SCHOOL USE ONLY	
Date Module Submitted	(If label is missing or incorrect)	Assigned Teacher:	
Time Spent on Module	File Number	Module Grading:	
	Module Number	Graded by	
Student's Questions and Comments		Date Module Received:	
Module Number		Module Assignment Recorded:	
Course Name and Number			
Student File Number			
Bar Code (same information as above)			
Teacher's Comments:		Teacher	
FILE NUMBER COURSE NAME NAME ADDRESS Please verify that preprinted label is for correct course and lesson			

Module Number

Course Name and Number

Student File Number

Bar Code (same information as above)

Student name and Address

When revised labels are received, place the **correct** new labels on your Assignment Booklets.

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DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your Assignment Booklet differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

Personal Living Skills 30
Assignment Booklet
Module C
Parenting
Alberta Correspondence School
ISBN No. 0-7741-0404-X

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INTRODUCTION

Only questions in this Assignment Booklet must be submitted for evaluation. Submit Self-Study and Self-Development exercises from your lessons **only if you wish feedback from your correspondence teacher.**

While the Self-Development and Self-Study exercises are not graded, you should work through them. The knowledge and skills you develop from doing those exercises could be of value on the exam. If you do not do all of the exercises, your chances of passing the exam will drop. In some cases, **not doing the Self-Development/Self-Study exercises could be the main cause of failure.**

Answer the questions in this Assignment Booklet in complete sentences. Give examples, where necessary, to help clarify your definitions or explanations.

We encourage you to phone us if you have a question, need help or wish to discuss a topic with us.

You can call us toll **free** from inside Alberta. The steps are:

1. Look in your phone book's white pages. Under the letter "G," you will find "Government of Alberta."
2. The first number given will be a RITE number. Dial that number.
3. Tell the operator who answers that you want the Alberta Correspondence School in Barrhead. Our number is 674-5333.

OR

1. Dial "0."
2. Ask for Zenith 22, 333.
3. When you get the second operator, ask for the Alberta Correspondence School in Barrhead. Our number is 674-5333.



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Please return these sheets with your first lesson.

1. Name in full: _____
2. Address: _____
Postal Code: _____
3. File Number: _____ 4. Age: _____
5. Telephone Number: _____
6. What school (if any) are you attending? _____
7. What grade are you in? _____
8. What other Personal Living Skills courses have you taken, if any? (Sociology, Psychology, Health)

9. Are there other students in your school or district taking this course by correspondence?

10. Do you study with any of them? _____
11. What other courses are you studying by correspondence?

12. How many credits do you hold now? _____
13. How many are you taking this year? (Include those being taken at school.)

14. What vocation do you plan to follow? _____
15. Mention any special factors, handicaps (jobs, illnesses, etc.) which may influence your progress in this course.

16. What type of community do you live in? (City, town, village, farm, etc.)

17. What is the approximate population of your community? _____

18. List the members of your family, including approximate age relationship to you. (e.g. Mother, Father, 3 sisters – all younger)

19. Are you employed?

(a) Full time _____ (b) Part time _____

Give particulars:

20. Write at least one page about yourself, your family background and your goals in life. Use the following lined page.

Complete the readings and Self-Study exercises of Module C, Lesson 1 before beginning this Assignment Booklet.

EXERCISE 1: A Baby Takes Money

For this exercise, you must project yourself into the future. Most students in this course will not be parents, but in order to complete this exercise, we want you to pretend that you are about to become a parent for the first time.

We have listed below all of the supplies you will need for this first baby. It will be your job to find out how much these supplies will cost.

We are aware that many of these supplies are often given to parents as gifts or are loaned by friends and relatives, but this can never be counted upon with certainty. Therefore, for the purpose of this exercise, pretend that you must purchase all of these items.

Instructions:

Use catalogues and department store advertisements to price each of the following items. At the end of page 3, calculate the total cost of the items and tell whether this was approximately the cost you expected, more money or less money than you expected.

Baby Supplies for a Newborn

Item	Store Where Available	Cost of this Purchase
Furniture, Travel Supplies		
Crib		
Mattress Protector (to prevent mattress from getting wet)		
Diaper Pail with Lid		
Infant Car Seat (for travel)		
Storage Drawers (for clothing and supplies)		
Bedding Supplies		
Fitted Crib Sheets (for bottom of crib) – Buy 4		
Receiving Blankets (for use as upper crib sheet or to wrap baby for feeding) – Buy 4-6		
Thicker Baby Blankets – Buy 1 or 2		
Change pads – Buy 2		

Clothing Supplies (Purchase most clothing in 6 mo. size as baby grows rapidly.)		
Bibs – Buy 2		
Nightgowns or sleepers – Buy 4 minimum		
Undershirts (snap type are best) – Buy 4-6		
Sweaters (with large raglan sleeves) – Buy 2		
One-piece outfits for day wear (with feet in to keep toes warm and snap closings) – Buy 3		
Bath Equipment		
Plastic Tub		
Large Towels – Buy 2		
Facecloths		
Mild Soap		
Cotton Balls		
Oil		
Powder		
Soft Brush and Comb		
Feeding Equipment (Choose one method only)		
If breastfeeding: 4 oz. glass bottles and nipples for water/juice. – Buy 2		
If bottlefeeding: using glass bottles: – 8 oz. glass bottles and nipples – Buy 6 or 8 – 4 oz. glass bottles and nipples – Buy 2 – Bottle Brush, tongs – Sterilizer for bottles – Baby formula (estimate cost of one month's supply)		
If bottlefeeding using disposable bottle liners: – Plastic bottles, nipples – Buy 6 – Disposable liners – Box – Small pan to sterilize nipples – Tongs – Small glass bottles (for juice) – Buy 2 – Formula (estimate cost of one month's supply)		

Diapers (Choose one method only)		
If using cloth diapers: – Buy 4 dozen diapers		
– Waterproof pants – 6 pairs		
– Diaper pins – Buy 4		
If using disposable diapers: Estimate one month's supply (using approx. ten diapers/day)		
If using a diaper service: Estimate cost for one month's supply		
Extras (Price only those items you would wish to have)		
Baby Recliner		
Stroller		
Baby Backpack or Carrying Pouch		
Carriage		
Bonnets		
Booties		
Dress-up Clothes (dresses, dress rompers, etc.)		
Crib Toys		
Rocking Chair		
Room Decorations		
Crib Bumper Pad		
Soothers (all one piece) – Buy 2		
Baby Quilt		
Spoon, Dist		
Reference Books on Childcare		
Diaper Bag		
Other:		
	TOTAL COST	\$

Was this more, less or about the same cost as you expected before your research into actual prices?

EXERCISE 2: Asking for Personal Opinions – A Mini-Survey

Note: The object of this exercise is for you to learn firsthand about parents' feelings.

The object of this exercise is **not** to be seen as prying into people's personal lives. Therefore, **choose a parent who feels very comfortable** revealing his or her feelings about the parenting experience to help you with this exercise.

If, in your questioning, you uncover values different from your own, remember to respect everyone's right to his or her own opinion.

Instructions:

Ask any parent you know **one** of these questions (or more, if you wish).

On the next page, explain what answers and opinions you receive in reply to the question(s).

You may wish to ask several parents the same question to obtain several points of view.

Questions

1. Do (did) you find your children much of a responsibility? Explain.
2. What is your most pleasant memory of parenting?
3. What is (was) your most difficult job as a parent?
4. What do you believe is the best way to guide children to socially acceptable behaviour, to discipline them?
5. Did you learn anything about yourself through parenting?
6. (For parents whose children have left home) Did you have a hard time adjusting when your children left home?
7. (For parents who both work or worked while their children were young) How do (did) you manage the double responsibility of raising a family and working?
8. Ask a parent to read Gibran's excerpt on children-parent relationships from *The Prophet* (page 9, *Lesson 1*). Ask the parent whether he or she believes Gibran's thoughts are valid.
9. Ask a parent how he or she feels about the statement: "Motherhood is raising a child, not merely carrying and delivering it."

EXERCISE 3: Choices About Parenting

Consider the following case study:

My name is Sharon. I am 30 years old. My husband is 10 years older than I am. He is a travelling businessman. Sometimes I become despondent and think, "Life is lonely and what's the meaning of everything?" Then, I'll look at a child and wonder if that might not be the answer. Maybe a child would bring some meaning into my life. Also, there is the feeling that my marriage has an element missing ... and sometimes I wonder if that element isn't a child. I fear loneliness in my old age and feel a child will be a companion.

Would you recommend that Sharon have a child? Why or why not?

Complete the readings and Self-Study exercises of Module C, Lesson 2 before beginning this part of the Assignment Booklet.

EXERCISE 4: Babyproofing Your Home

Most of you will not now be living with an infant. Therefore, we want you to pretend that an infant will be coming to stay at your home for a number of months. Pretend that this infant is about seven or eight months old and therefore is easily able to crawl from one location to another.

For the safety of the child, you must babyproof your home.

Look around your home. Decide what changes will have to be made to babyproof it. Actually get down on your hands and knees and survey your home, room by room, looking for dangers that may not be apparent to you from your adult point-of-view.

On this page and the next, describe **in detail** and very specifically the steps you would have to take to completely babyproof **your** home. If you are now living with an infant, describe the steps you have taken to babyproof your home.

EXERCISE 5: Self-analysis

1. Explain clearly which other persons besides your parents have had a role in “parenting” you.

2. Children learn behaviour by modelling. Explain what this means and give examples from your own life, if you can.

Complete the readings and Self-Study exercises of Module C, Lesson 3 before beginning this part of the Assignment Booklet.

EXERCISE 6: Definitions

1. Explain the meaning of the term “egocentricity” and discuss what problems a child’s being egocentric can cause.

2. Explain the meaning of the term “overprotection.” Why can overprotection be harmful to a child’s emotional development?

EXERCISE 7: Play

Explain at least four ways in which “playing” helps a child to develop socially, emotionally and intellectually.

EXERCISE 8: Applications

(a) In Module C, Lesson 3, we spoke about the possible influence that a family position (eldest, middle child, youngest) has on a child's development. Explain any of the possible effects we mentioned in your own life or that of other family members or friends.

If you feel more comfortable, do not name the person to whom you are referring.

(b) In Module C, Lesson 3, we described a mechanism called the “self-fulfilling prophecy” which can influence a person’s self-concept and, therefore, his or her life.

Explain how this mechanism works to influence people's lives. If you can, give a real-life example of a self-fulfilling prophecy which may have influenced your life or the life of someone you know. Again, do not name your example if this is more comfortable for you.

Complete the readings and Self-Study exercises of Module C, Lesson 4 before beginning this part of the Assignment Booklet.

EXERCISE 9: Negative Effects of Television Watching

1. Explain at least three effects that watching television violence can have on children and adults.

2. Explain three main ways in which television programming may interfere with the health raising of preschool children.

EXERCISE 10: Television Analysis

This exercise will require you to watch several hours of television. If you are one of the 5% of Canadian families who do not own a television set, then perhaps you could arrange to watch a friend's set.

A. **Television advertising** is a multi-million dollar business. Hundreds of thousands of dollars are spent to try to capture the television watcher's interest and to persuade this viewer to purchase a sponsor's products.

Advertisements most often attempt to appeal to a viewer emotionally. Some ads appeal to the viewer's desire for friends; others appeal to the viewer's desire to be sexually attractive. Some advertisements appeal to viewers' feelings of guilt or fear. Some appeal to the viewers' sense of humour.

Your first assignment in this exercise involves an analysis of television commercials. This analysis may be difficult at first because you may not be used to watching commercials critically. However, once you begin to analyze how the advertisements are making an appeal, you may find this quite interesting.

Watch television long enough (probably in several sessions) to have found one advertisement which appeals to viewers in each of the following ways. Explain exactly how the advertisement makes its emotional appeal.

Find an advertisement which appeals to:

1. the viewer's desire to be popular

2. the viewer's sense of guilt or shame

3. the viewer's sense of humour

4. the viewer's sexuality

B. Your second assignment in this exercise is to watch a television program of one-half to one hour in length and answer the following questions about the program.

Name of the Program: _____

1. Who are the sponsors (advertisers during the program) of the program? Can you think of any reason(s) that these particular sponsors would choose to sponsor this particular program during which to advertise their product?

2. Was there any violence in this program?

3. What values would this program teach to children who watched it? Both what you consider negative and positive values should be listed here.

4. How many men and how many women appeared as members of the cast of the program? Were the roles of the males and females quite stereotyped or not? Explain carefully. (See page 19 in the Assignment Booklet for a list of traditionally stereotyped characteristics of men and women.)

Information:**Stereotyping**

The traditional stereotype of “real” women is that they ...

- are gossipy.
- are prone to cry a lot.
- are not good with money.
- are not able to make decisions.
- physically weak.
- are nurturing, motherly.
- are scheming and devious.
- are preoccupied with house cleaning.
- are non-competitive.
- are dependent on men.
- are sexually passive.
- are forgiving.
- are often irrational and tempermental.
- hide their strengths.
- are adoring of men in their lives.
- are submissive.
- are not interested in math or science.

The traditional stereotype of “real” men is that they ...

- are physically strong and rugged.
- are unemotional.
- are preoccupied with sex, sports and the outdoors.
- are able to easily make decisions.
- are confident.
- are competitive.
- are possessive.
- are aggressive.
- are good wage earners.
- are independent and self-reliant.
- are able to provide leadership.
- are analytical, able to reason well.
- are not afraid.
- hide their weaknesses.
- are not interested in caring for children.

You have now completed the Assignment Booklet for Module C: *Parenting*. Submit this Assignment Booklet to your correspondence teacher as soon as possible so that your work may be reviewed, graded and returned to you.

MODULE EVALUATION

Please evaluate this module. It is essential to use accurate descriptive words. Good, well done, awful or gross do not tell us much. We need your help to improve the module. The information you give will not affect your grading in any way.

1. (a) Were definitions adequately explained or illustrated?

Lesson	Yes	No
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____

(b) If no, please state the specific definitions.

2. (a) Did you find the suggestions and responses your correspondence teacher(s) gave helpful?

Lesson	Yes	No
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____

(b) How could we improve our teacher responses and suggestions?

3. (a) Did you phone your correspondence teacher(s) for help?

Yes

Sometimes

No

(b) Do you feel telephoning your correspondence teacher(s) would be helpful?

4. How did you find the module in general? What did you like about this module? In what other ways do you feel this module could be improved?

N.L.C. - B.N.C.



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